

**Virginia Advisory Committee for the Education of the Gifted
State Capitol Building
Richmond, Virginia
April 24, 2002**

Recognition of Advisory Committee Chairpersons

Virginia Board of Education

General Assembly Building

Senate Room B

Members of the Virginia Board of Education recognized chairpersons of the Virginia Advisory Committee for the Education of the Gifted. Chairpersons present included Mary Passage, Janie Craig, Pamela Wright, Linda Rae, Toy Douglas, and Gail Hubbard.

Call to Order and Welcome

Capitol Building

House Room 4

Chair Hubbard called the Advisory Committee to order. VACEG members present included Chair G. Hubbard, Past Chair T. Douglas, Vice Chair K. Eicher, J. Towslee, D. McKinney, A. Smith, V. Perz Rife, J. Green, C. Cottrell, E. Snyder, S. Winnett, J. Crowther, M. Passage, R.V. Turner, B. McGonagill, and J. Marler. Visitors included P. Wright, M. King, D. Murphy, J. Craig, L. Rae, C. Glenn, B. Catlin, L. Quick, and R. Geiger.

Approval of Minutes and Revision of Agenda

Minutes from the VACEG meeting on February 15, 2002, were reviewed and approved by acclamation. Chair Hubbard noted changes in the agenda due to the lengthy recognition of VACEG Chairpersons by the Virginia Board of Education.

A Perspective View for Gifted Education

Dr. R. Geiger

Superintendent of New Kent County Public Schools

New Kent County is largely rural. Dr. Geiger suggested that several things must occur for staff development training to be effective.

- 1) Teachers need opportunities to develop the (new) concepts presented in the training.
- 2) Teachers need time to practice the concepts in real-life teaching situations.
- 3) Teachers need interaction with other teachers to determine how the concepts worked.
 - Best practices in staff development ensure that learning for teachers is
 - a) job-oriented and specific for teaching tasks
 - b) long-lasting and durable
 - c) connected to the teacher's contract.
- 4) Teachers need collegial opportunities to work as a team (including administrators).
- 5) Teachers need follow-up opportunities to carry out appropriate activities for gifted students.
 - Follow-up activities for teachers of gifted students might include
 - a) creating opportunities for joint thinking and planning
 - b) inviting experts to spend time with teachers for further development
 - c) providing release time for teachers
 - d) involving administrators in the plan, the program, and the practice
 - e) sharing data and finding results
 - f) looking for opportunities outside the division for collegial teamwork
 - g) going public to share the good things we do in public schools
 - h) communicating with parents

L. Quick
Coordinator of Gifted Education
New Kent County Public Schools

Several components are essential for the success of gifted programs in public schools.

- 1) A clear understanding of characteristics of gifted students
- 2) Appropriate and workable identification procedures
- 3) Support for the social-emotional issues of gifted students
- 4) Appropriate and workable teaching strategies
- 5) Curriculum compacting
- 6) Appropriate and workable differentiated curriculum
- 7) Long-term, sustained training and updates for teachers of gifted students.

Dr. Geiger added a final idea. In an ideal world, school divisions could take action to

- a) provide appropriate staff development for teachers who teach gifted children
- b) provide mechanisms for sharing information with and among qualified teachers
- c) provide ways to recruit and retain good teachers committed to teaching gifted students.

Chair Hubbard thanked Dr. Geiger and L. Quick for sharing their experience and insight.

Presentation of VACEG Certificates

Chair Hubbard presented certificates of appreciation for serving on VACEG to J. Towslee and N. Ballinger. Certificates for R. T. Turner and A. Bowman were presented in absentia.

Panel Discussion of Coordinators of Gifted Education

Coordinators of gifted education from several areas of Virginia joined the VACEG Committee for a panel discussion of issues centered around appropriate assessment and identification of gifted students.

Panel participant speakers included C. Glenn from Chesterfield County, B. Catlin from Charlottesville, M. King from Prince William County, L. Quick from New Kent County, and A. Smith, K-3 resource coordinator. Assessment instruments, time for testing, alternative assessment, student portfolios, test scores, interpretation of scores, matrices for scores and other measurement criteria, verbal and non-verbal measures, different tests for different measurements, reassessments and other issues including referrals and placement were discussed. Chair Hubbard thanked the participants for sharing the lively discussion.

Bylaws and Standing Rules for VACEG

Chair Hubbard called on K. Eicher to present the revisions to the VACEG bylaws and to discuss the standing rules for the committee. K. Eicher reported that bylaws required a two-thirds majority vote to be changed. Standing rules could be altered, as needed, at any VACEG meeting. VACEG leaders worked on the revision of the bylaws and the standing rules for presentation at the VACEG meeting.

Chair Hubbard noted several other issues, which require VACEG attention.

- A major VACEG report will be due in 2002-2003
- The Board of Education's request for the committee's input on the Standards of Quality (SOQ) was important. The ability to require teacher training is provided in the SOQ.
- VACEG will work to develop or find a template for local school divisions to use the committees' work on identification and staff development with teachers of gifted students
- The VACEG calendar for 2002-2003 include
 - *September 20, 2002
 - *December 6, 2002
 - *February 21, 2003
 - *May 2, 2003

Virginia Department of Education Report

B. McGonagill reported that Virginia's Governor's Schools were funded for the summer and for next year. The DOE Web page has been updated. B. McGonagill shared Virginia Commonwealth University's report, "Public Opinion in Virginia on Schools and Education" (May 2001).

Chair Hubbard thanked B. McGonagill for the DOE report and highlighted M. Passage for the honor of having Mary Passage Middle School opened in Newport News.

Public Comment

No public comment was made.

Chair Hubbard thanked visitors for attending the VACEG meeting, commended VACEG members for a good meeting. The next regular VACEG meeting will be September 20, 2002, at the University of Richmond. Chair Hubbard adjourned the meeting.